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ABSTRACT

This curriculum guide describes the nongraded, phase-elective English program of Newcomb Central, a small high school located in New York State. Following a brief rationale for the program, both the general advantages and the advantages to the student are listed. The seven phases of difficulty of the courses are then explained. The remaining bulk of the guide lists and describes each of the courses available to the students on an elective basis. A student response questionnaire to the Newcomb Central School non-graded, phase-elective program is included. (RB)

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A NONGRADED, PHASE-ELECTIVE, ENGLISH PROGRAM ADJUSTED FOR A SMALL SCHOOL ENVIRONMENT*

NEWCOMB CENTRAL SCHOOL, NEW YORK

*This program is based on, and often times a replica of, the following programs: Project APEX, Trenton Public Schools, Michigan
Phase-Elective English, Jefferson County Board of Education, Louisville, Ky.
Nongraded, Phase-Elective English, Whitmer High School, Toledo, Ohio
A Phase-Elective Program in English, West Lafayette High School, West Lafayette, Indiana

Section 1: Reasons for, and explanation of, the implementation of a nongraded, phase-elective English curriculum

Most small high schools today do not suffer terrible problems, i.e. students manage to graduate and go on to bigger and better things. There are problems, however, inherent in most small systems that make the process of gaining a high school education a thing of suffering for the students. For example, there are such problems as:

1. lack of success with low-motivated students
2. redundancy of instruction
3. general student apathy
4. general student boredom

These are problems that may not automatically be erased by a change in curriculum; but, if a change in curriculum could erase these problems, the change should be considered. It is a legitimate assumption that a change in curriculum will not drastically reduce levels of achievement by students in small schools. It is also a legitimate assumption that, in terms of achievement, a graduate of a small high school will be handicapped when competing against a graduate of a large high school; hence, any change in the program of the small system is

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worthy of consideration and a trial.

The concepts of a nongraded, phase-elective program are quite simple. Nongrading is the eliminating of grade levels and tracks as devices for grouping students and defining courses. Electing is the allowing of students to select their own courses. Phasing is the describing of courses, in a general way, by assigning to them a number to indicate their degree of difficulty. A nongraded, phase-elective program, then, is one which offers a wide variety of courses, grouped for guidance purposes in levels of difficulty which may be elected by students on the basis of their own individual interests, needs, and abilities.

A few advantages of the nongraded, phase-elective curriculum follow:

Advantages for the Student

1. The element of selection encourages greater student responsibility.
2. The student's commitment to a course he has chosen should increase his motivation.
3. The phase part of the curriculum gives the student an opportunity to examine realistically his level of achievement in English.
4. The curriculum is designed for the student's growth and success. Its major purpose has not been to accommodate college programs, with the student playing a subordinate role.
5. The student who does not plan on attending college will have more opportunities to learn and to succeed. Those who intend to major in English studies may take additional course work in English.
6. Students in each grade will have a greater variety of courses to choose from.

General Advantages

1. The materials for the courses are more purposeful. Books have been made to fit the courses, rather than courses to fit the books.
2. There should be less repetition, and consequently less tediousness, in the program.
3. There is a built-in "wash out" factor that will cause unwanted courses to be withdrawn. On the other hand, new courses can

be added with little difficulty.

The implementation of a nongraded, phase-elective program in a large school can be done easily because there is a large number of teachers per subject field to teach the large number of courses chosen by the students. Implementing this program in a small school, with only one or two teachers per subject area, requires an adjustment, however, and this adjustment affects the "electing" part of the program: after the student has elected the courses of his choice, the teacher decides which of those elected courses he will teach. The student, then, will not always be given the course he elected, for the time he elected it. It is probable, however, that a student during his high school career, will be offered all of his electives, though they may not be offered for the time period he elected them.

The nongraded, phase-elective English program at Newcomb Central involves seven phases of difficulty: 100 through 700. Seventh and eighth graders may choose courses from phases 100-200, and freshmen and sophomores may choose courses from phases 200 - 400, freshmen-seniors may choose 500 courses, and juniors and seniors may choose courses from phases 600-700. Each phase includes courses categorized by 10's; there are nine categories, as follows:

10's: Language (grammar, usage, mechanics, spelling and vocabulary)

20's: Composition (expository, creative, the research paper and letter writing)

30's: Literature (short, short story; short story; novella, novel)

40's: Literature (poetry; science fiction; Shakespear study; classic novel; epic; independent study)

50's: Reading

60's: Drama (emphasis on study of plays, playwrights, theatres)

70's: Speech

80's: Communication (journalism, radio and TV media)

90's: Humanities (society, philosophy, psychology, religion)

By this arrangement a 110 course would be a phase 100 language course; a 440 course would be a phase 400 literature course.

Phase 100 & 200 courses are designed for the seventh and eighth grade students at Newcomb Central. These courses emphasize fundamentals and foundation building in all categories ranging from language usage through literature to drama presentation. Though there is some difference in difficulty level between phase 100 and phase 200, both phases function in an introductory manner to the high school phases, 300 - 700. Students leaving sixth grade must display a competency in reading sufficient to insure success in the high school years. Students who may be below that competency level will be required to take special reading courses until such competency is achieved.

Phase 300 courses do not require highly refined skills in reading, writing, and speaking. In the selection of materials and in the planning activities, care has been given to (1) increasing interest through greater enjoyment and greater relevance and (2) developing basic skills. Much student involvement is strongly recommended.

Phase 400 courses are designed to increase motivation and competence in reading, language usage, and composition. A course bearing this phase designation does not introduce books of known complexity but stresses interpretation and transfer of understandings in works at a comparatively enjoyable reading level.

Phase 500 courses emphasize a higher level of reading competence than do Phases 100 and 200 as well as a willingness to extend this and other language skills. The application of basic principles in literature, language, and composition makes a Phase 300 course a more structured approach to learning.

Phase 600 courses require students to work at a sophisticated level and to demonstrate a high degree of self-motivation. Course materials and activities demand a high reading level, a grasp of language structure, and a degree of proficiency in writing.

Phase 700 courses offer a challenge to advanced students who have excellent control of basic skills and are looking for stimulating and self-motivated academic learning experiences.

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1974 - 1975

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Section 2: Directions to Students

This English curriculum is non-graded and phase-elective, which means you may sit in courses with students of different grade levels, and you may elect courses of your choice which have been phased according to difficulty. There are seven phases, as follows:

Phases 100 & 200 courses are designed for the seventh and eighth grade students at Newcomb Central. These courses emphasize fundamentals and foundation building in all categories ranging from language usage through literature to drama presentation. Though there is some difference in difficulty level between phase 100 and phase 200, both phases function in an introductory manner to the high school phases, 300 - 700. Students leaving sixth grade must display a competency in reading sufficient to insure success in the high school years. Students who may be below that competency level will be required to take special reading courses until such competency is achieved.

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The courses you choose will last one marking period, and will be worth 1/6 credit. At the completion of one year (six marking periods) you will have earned one credit of English; at the end of the four high school years you will have earned four credits of English, which is the minimum requirement. You may choose to take English courses in place of study hall periods, and can, therefore, graduate with more than the minimum number of credits. If at any time in your high school career you have completed more than the minimum of credits, you may (with instructor and principal approval) elect to take no English course at all for a particular marking period.

Though there are six marking periods, you may choose only <u>four</u> courses; two courses will be chosen by the instructor, and they will be required. The courses taught each marking period will be determined by the greatest number of course electors, so you will not always take a course you have chosen, but the course the majority has chosen. The odds are good, however, that over a four-year span you will be able to take each and every course you elected.

What follows is a step by step explanation of how you can register the courses of your choice:

A. If you are a 7th or 8th grade student, you may choose courses only from phases 100 or 200.

B. If you are a freshman or sophomore you may choose courses from only phases 300, 400, or 500. If you are a junior or senior you may choose courses from only phases 500, 600, or 700.

C. You may choose only four courses, and each course must be from a different category; for example, if you choose a course from the 220-229 category, you cannot choose any other courses from 120-129 category or 320-329 category.

D. Read the Course Descriptions in Section 3 and determine the four courses you wish to take. (Reminder: if you are a freshman or sophomore you may choose from only phases 300, 400, or 500; if you are a junior or senior you may choose from only phases 500, 600, or 700.

E. Indicate your choices by putting your initials on the four appropriate blanks of the Course Register in Section 4.

F. Put your name on the proper line of the Course Register and turn it in to the instructor.

Section 3: Course Descriptions

PHASE 100 COURSES
For 7th and 8th Grades

110 Practical Grammar I: A basic course in traditional grammar. Parts of speech, phrases, clauses, and sentence parts will be treated fully. Recommended for students who have not mastered the meghanics of grammar.

111 Tips for Testing/Where to Find It: This course will go into the types of Standardized Tests which are taken at Newcomb Central School, and it will familiarize the student with Verbal Usage, Reading Comprehension Word Analogies, etc. A three-week course to be given in the fall, it can be worked out at two levels - 7 & 8, and 9 - 12. The object of this course is to teach the student to effectively use all available reference material. Assignments will include answering questions on research materials and writing various types of research papers.

112 How to Study/Learning to Listen: This is a basic course designed to help students learn the study skills necessary for various content areas. Students will learn how to listen to class lectures, to take and to organize lecture notes, and to organize time properly. A course to enable the student to listen actively, to take notes properly, and to outline and organize his materials into functional study tools.

120 Practical Writing I: A course in basic writing skills involving writing complete and meaningful sentences, modifying and qualifying ideas, and developing skills necessary for daily written communication; includes techniques of outlining.

130 Mystery - Who Dunnit?: Was it the butler, the maid, or the "Red-head"? In this action-packed course you will meet the greatest spell-binder of the mystery world. Chills will run up and down your spine as you figure out from the "clue" who is the murderer. The flash of a knife in the alley, a scream in the dark, the ghostly shadow flitting away from the scene of the crime. Pick this course, if you think you can stand the excitement.

131 Dreaming of Sports: The thump of a football, the flashing of ice skates, the crack of a baseball on a bat; all this and more. Explore the world of sports through books, magazines, television, and film. Put yourself in the place of Bobby Orr or Joe Namath in this exciting fast-paced course.

132 Animals, Tame and Wild: Novels, short stories and biographies as well as poetry express the friendships and experiences that people have had with animals. Never Cry Wolf, The Yearling, Rascal, Red Pony, etc.

134 Who Rides in the Dark?: A study of four novels of Stephen W. Meader. These are all easy-to-read stories written especially for young people who have very exciting things to do. We will read and talk about the stories and also the background from which Mr. Meader draws his very interesting characters and situations.

135 Gold Seekers and Mississippi Pilots: The world of Mark Twain, his books and stories and his life. What he did as a man and how his experience got into his books. His characters and some of the people that he knew. Also, some of the stories by friends of his like Bret Hart.

136 Stories about Journeys: Many of the most famous stories and novels in American literature involve a journey, a quest, an escape. Such "trips" often bring understanding and happiness - but sometimes disillusionment and death. Both short stories and short novels will be studied in this course.

137 Men Against Time: Stories of High-powered drivers in Supermachines, breaking all the records for speed and endurance on track and drag-strip. At high speeds, screeching around curves, roaring down straight-ways, places like LeMans, Laguna Seca, the Grand Prix, bring courage and skill face to face with victory and sometimes violent death. Three novels, a number of short stories and some poetry will explore the experiences of the track and the drag strip.

138 Tales of Fright and Horror: Tales by Hitchcock, Serling Gardner Binder and other masters of suspensful horror will leave you feeling either very brave or very frightened. There will be a chance for each student to try his hand at writing this kind of fiction.

142 When Our Country Was New: Historical novels and poems about the heroes and ordinary men who lived during the early years of our country. Stories of the American Revolution and the times leading up to that war.

150 Individual Reading Help: This is a course for the slow reader who wants to improve his reading skills. If you find yourself reading too slowly to complete assignments and bogged down with work that is too difficult, merely because your reading skills are in need of repair, then this course might help you. You must be willing to work hard to do the things the instructor suggests.

160 T. V. Drama: This course involved the study of four short television plays written by contemporary playwrights. If you like plays, and you like them short, this is a course for you.

180 Elementary Photography: Students will learn how to make their own box camera and how to operate the camera. Basic ideas of lens function and photo emulsion will be studied. Students will learn some basic approaches to the composition of pictures and what makes a good photograph. Students will get practice in developing their own films and printing their own black and white pictures. The course will end with a salon showing of student work.

PHASE 200 COURSES
For 7th and 8th Grades

210 Ace 402: This course is based on the Scott, Foresman Activity-Concept of English by John Cooper. It consists of individual booklets in all skills areas, plus an anthology and a science-fiction novelette.

212 Spelling-Vocabulary/Reading Comprehension: This course will be devoted entirely to the building of a large vocabulary base, and the development of spelling and reading skills. Automated and traditional texts will be used.

220 Spinning Tales: Have you ever wanted to learn how to write a good story, a story that someone else might want to read? There are ways of learning how to do this. This course will actually show you how to go about telling a good story and writing it down. Grammar and spelling don't count in this course. Telling a story counts. Spinning a tall tale is what counts. Some people like to tell their stories through pictures and cartoons, instead of just words. We'll try this too.

231 When Knights Were Bold: Emphasizes deeds of heroism and valor that were acted out and experienced in times past when men wore armor and rode horses on quests and to war; when castles were forts and men believed that dragons actually lived in mountains.

232 Against All Odds: People who risk everything, who dare to look death in the face, who ask only courage of themselves. The man who sets out on an uncharted sea by himself on a crude raft and win world recognition, the men who climb mountain peaks that have never before been conquered, the man who dives to sea depths never before reached, these are some of the people you'll meet in this course.

234 Exploring Science Fiction: The course is designed to cover two important modes of writing within this major field of popular literature. Its purpose is to show that intelligent speculation about future events is a serious and worthwhile literary form. The two modes covered are: (1) The literature of the far future. Space travel, extra-terrestrual encounter, galactic conflict. (2) Homo, superior, homo Gestalt and others who may be among us; the literature of the now, or the near future, in which new events, mutations, technology are realized by people of our own time.

235 The Restless Years: Teenagers question, challenge, search and experiment, trying to find their way in a world that gives few answers. Rebelling is a part of the process of growing up and learning to love. This course will give you four interesting stories about kids who learn from their own experience "what it's all about." You will do some writing about your own personal experiences as well as those of the characters in the novels read.

236 Growing Together: The family and family experiences are hilarious, sad, unbelieveable, and entertaining. Stories and poems about kids and mothers and fathers who do many of the same things your family does will be a part of this course. They take in animals, they adopt children, they fight, they marry, have kids and grow together. Five short novels and a collection of short stories and one play will be read.

241 Funny Poetry/Sports Poetry: You may think you don't like poetry! Well, try this and you will change your mind. If Ogden Nash can't get you laughing, no one can!
This course is based on a collection of poems dealing with such sports as baseball, football, water sports, boating, fishing, hunting, winter sports, boxing, etc., and concludes with a section on sportsmanship.

242 When Dragons Roamed: Ride on the winged chariot of the sun, kill the Monster Grendel with your bare hands, fight along side Lancelot in the forefront of King Arthur's army! Explore the legends that have stirred the imagination and blood of young people for the last two thousand years. Live again in your mind the deeds of might and valor, or heroines and heroes, of traitors and patriots. This course offers a stimulating and entertaining adventure in reading and writing.

244 The War That Ended Slavery: The literature of the American Civil War. The exciting and colorful men and women who fought on both sides of this great battle gave us Lincoln, Lee, Jackson, Grant, and many others as heroes. There are legends too and poetry and newspaper accounts and biographies. Wierd and unbelievable tales, sad and happy stories, give a picture of these times.

246 Stories In Poetry: This course involves the study of American and English poems that tell a story. Most of these poems involve plots of love, hatred, etc.

247 Ghosts and Spooks: Around their primitive fires, the first men told chilling tales of things they saw in the night. Do spirits, in search of peace or revenge live in a world that we can not see? Ambrose Bierce thinks so. Lady Asquith thinks so. Hans Holzer thinks so. After reading the fiction and essays of these and others you may begin to think so too.

248 Stories of the Bible: Exciting adventure, interesting biography, beautiful poetry, can all be found in the Bible. The life and times of the people who wrote these stories, some of the ideas that the stories try to tell us and how some of this very old literature came to be written.

250 Reading for People Who Don't: This is a course for students who are not going to college and for students who are going to college. Particularly, it is a course for people who do not like to read but who will read when they don't have anything better to do and when they have a good book. Class work will be individual and group reading, small-group discussion, keeping a written journal about reading done, and perhaps making audio and video tapes.

260 Drama Presentation: This is a single marking period course worth 1/6 credit, open to students who wish to stage a one-act play.

262 Marionette Theatre: This will be a nine-week course. Students will make their own marionettes, learn how to operate them, and present a play using the marionettes they have made. There may be opportunities for carpentry work as well, because a special marionette stage must be constructed.

270 Impromptu Speaking: Would you like to forget your fears about speaking before a group? A course in speech will enable you to express your ideas to others without hesitancy. You will learn effective techniques of presentation through impromptu and extemporaneous speaking, group discussion, and oral interpretation of literature.

PHASE 300 COURSES
For 9th & 10 Grades

312 Job Directions: An independent study course for Freshmen and Sophomores who wish to develop a 6-week project on the occupation of their choosing. Booklets, books, films, filmstrips on the following occupations will be available: Airline steward/stewardess, Broadcasting, Forestry, Nursing, Aviation, Retailing, Secretary, Trucking, Automotive service, Hospital work, Welding, etc.

320 Composition: Paragraph Development: A study of basic paragraph development expanded into essay writing. This course will, through work in teams, seek directness, clarity, and economy of expression.

330 Teen Favorites I: This course deals with 4 interesting and enlightening short books which have been enjoyed by many junior high students. Each book is vastly different from the other three, and will therefore, lend variety of character, setting, and time.

332 Operation Cloak and Dagger: Enemy agents, double agents, OKRANA, Gestapo, CIA; the secret world of the international spy. James Bond, Eric Ambler, John Steinbeck, Condon and others will be the authors who will introduce the student to the world of international intrigue.

334 The Hemingway Hero: This course examines the writing of one man - Ernest Hemingway. He was the source of his own heroes. As Nick Adams in the Michigan woods, Lieutenant Henry on the Italian front, Jake Branes in Paris between the wars, Robert Jordan fighting for Spain, Harry Morgan dying in the dirt, the Old Man landing his great fish - Hemingway developed a code of life which could only be lived by his kind of man - the Hemingway hero.

340 The Lyric Poem: This course involves the study of the poetry of one's feelings. Emphasis will be on modern love poetry.

342 The Poetry of Rock: A study of the work of contemporary rock lyricists. Emphasis will be on influential artists: Bill Hailey, Elvis Presley, Buddy Holly, The Beatles, The Rolling Stones, The Mammas and Papas, Don McClean. Some class time will be devoted to affects created by Bob Dylan, Janis Joplin, Joan Baez, and Jimi Hendrix.

350 Speed: A course designed for the average reader who wants to improve his reading rate and comprehension. This course would be a good preparation for the college-bound or business-bound student. Reading tests will be given to determine if this course is the one which will fulfill the student's needs in reading.

370 Principles of Oral Communication: This course is designed for the student who has achieved at least adequate skills in oral delivery. Its primary focus is on working with basic concepts of oral communication content and audience persuasion through the presentation of several persuasive type speeches.

390 They Made Us What We Are: This course tries to arrive at the fifty human beings whose actions have left the greatest marks on mankind. The student compiles his own list, then proceeds to pick two and make a report on them. The report will last an entire period, and it will involve quotations, slides, pictures, sketches, and other supporting material. Student should expect a lot of reading.

PHASE 400 COURSES
For 9th and 10th Grade

420 Writing About Literature: Students in this course will practice the writing of analyses, critiques, abstracts and opinions about various poems, short stories, plays and short novels selected by them and the instructor. Almost a "must" course for students planning on attending college.

432 The War Between The States: A close look at two novels and one non-fiction work about the American Civil War. One novel, Banners At Shenandoah, depicts the war from the union viewpoint; Andersonville shows the life of the Rebel prisoners of war in the Union prison camps; and If The South had Won the War, is a projection of what could have happened, but didn't.

434 The Hero: We become that which we admire. The hero-worshipping instinct in all of us reveals much about our society. Our war heroes, entertainers, political and religious leaders, as well as our athletes, exemplify what we think worthwhile. The study of the hero in literature traces our "progress" from the "naked ape" to "superman".

440 Modern Poetry: This course will concentrate on techniques and trends in modern poetry. Receiving most stress will be writers who have done the majority of their work since the 1940's. Students will be expected to analyze poetry carefully as well as submit several works of their own.

442 Shakespearean Comedies: A study of Shakespeare's humor as exemplified in The Twelfth Night, A Comedy of Errors, A midsummer Night's Dream, and The Merchant of Venice: a further look at his psychological insights and shrewd observations of people.

448 Family Life: This is a course which is made up of a combination of plays and novels, in which we see family life as it varies from one setting or economic group to another.

449 The Criminal Record: What is crime? Who commits it? Who determines the boundaries beyond which one goes to commit crime? Reformers propose that there must be a complete change in the penal code. Others recommend tighter controls, law and order. We must decide in a democratic society. Famous court cases and crimes, recorded in both fiction and non-fiction will help us make up our minds. The writings of lawyers, criminologists and sociologists as well as fiction writers will be discussed.

490 The "Down-Trodden": 4 novels, or 12 short stories, depicting the lives of different minority groups in the United States. (Mexican-Americans, American Indians, Blacks, Migrant Workers, Puerto Ricans, Orientals, Pennsylvania Dutch, etc.)

PHASE 500 COURSES
For Grades 9 - 12

510 Grammar for College-Bound Students I: This course will include a preview of English grammar with stress on the traditional approach and terminology and showing the relationships and function of words in English. This study will help the student understand basic generalizations and word patterns of our language structure, enabling him to handle it with assurance. A traditional text and an automated text will be used in this study.

512 History of Language: This course should be interesting to those students who would like answers to the following questions: What and where did our language evolve from? How do words change in meaning? How do "new" words come into the language? What is the difference between American English and British English? What do euphemisms tell us about ourselves?

514 Tips For Testing/Where to Find It: This course will go into the types of Standardized Tests which are taken at Newcomb Central School, and it will familiarize the student with Verbal Usage, Reading Comprehension, Word Analogies, etc. A three-week course to be given in the fall, it can be worked out at two levels - 7 & 8, and 9 - 12. The object of this course is to teach the student to effectively use all available reference material. Assignments will include answering questions on research materials and writing various types of research papers.

516 Crossword-Puzzle Your Way Through English: This course is for the student who can't resist crossword puzzles. He must bring to class his interest, stamina, and a willingness to "dig" in our library for new information. No papers are required, only completed puzzles. This course is not for those students who give up easily. Puzzles will be chosen to fit all ranges of difficulty.

517 Spelling-Vocabulary/Reading Comprehension: This course will be devoted entirely to the building of a large vocabulary base, and the development of spelling and reading skills. Automated and traditional texts will be used.

520 The Complete Termpaper: A course which involves a few individual and/or group sessions; most of the marking period will be conducted on an independent study basis. Instructor approval only.

522 Independent Study: This course does not involve class time - there will be no class for this study. Instructor's permission only!

530 Modern Fiction: This should appeal to any student who would like to have an opportunity to read extensively. One text will be assigned reading; others will be selected by the student. Students will be expected to read at least four books and write two papers.

531 Teen Favorites II: Three novels, which have been widely read and enjoyed by young people, will be read and discussed in this course. Three different views of children and youths will be emphasized.

532 Black Literature: This course is intended for the concerned student who not only wants to understand the feeling of being black, but who will use this course as a foundation for independent study of this literature. This course will be designed to help students view the black writer as a valuable contributor to the body of world literature and as an important commentator on 20th century society. It would be organized on a semi-indepencent basis and will concentrate on recent works by African and American black writers.

538 Being Satirical: The subtleties of the various levels of humor help the student to understand satire and its purpose to improve conditions for mankind. The types of selections include novels, essays, poems, cartoons, sayings, dramas and epics from early British periods to modern American. Special emphasis is on the political and social goals of the satirist.

540 Biography Survey: A study of three biographies about three modern Americans: Clarence Darrow for the Defense, life story of one of America's greatest defense lawyers; Manchild in the Promised Land, the life and struggles of a ghetto black; and The Valacchi Papers, a behind-the-scenes story of Joe Valacchi and his involvement in The Cosa Nostra.

541 Poetry, Poked, and Prodded: A study of rhymes, rhythms, patterns of lines, and stanzas, and figures of speech to find out what makes up the anatomy of a poem. A study of some of the masters of poetic form in English. Some excursions into the writing of Haiku (Japanese), the Cinquain (French), and the Sonnet (Italian and English), with the student trying to create something in each form. A short history of poetry and important periods of its growth.

542 Thought and Imagination in Contemporary Periodicals: This course provides the opportunity to study contemporary thought and imagination using the current issues of such magazines as Atlantic, New Yorker, Nation, Saturday Review and others. This course will stress improvement of writing skills but will give attention to an increase in reading abilities and vocabulary.

543 Shakespeare: This course will cover selected sonnets, representative comedies, histories and tragedies. The number and particular dramas studied will depend on both the interests of the students enrolled and the preferences of the teacher. Some background material on the Renaissance and the Elizabethan Theatre will be contrasted.

544 Stories of the Bible: Exciting adventure, interesting biography, beautiful poetry, can all be found in the Bible. The life and times of the people who wrote these stories, some of the ideas that the stories try to tell us and how some of this very old literature came to be written.

545 Comedy: Comedy will be analyzed in its many forms and types (literary cartoons, films, etc.), past and present with the aim of better understanding what makes people laugh.

561 The Play's the Thing: This course deals with 20th Century drama, and ranges from tragedy to comedy. Students to read parts aloud in class.

562 Drama Presentation: This is a single marking period course worth 1/6 credit open to students who wish to stage a one-act play.

570 Public Speaking: A course designed to develop speech skills common to all forms of oral communication - confidence, poise, clarity in the use of body, voice, and language, selection and evaluation of materials for speech, and speaker-listener relationships. It includes practice in a wide variety of practical speaking experiences as well as an introduction to specialized activities as discussion, debate, conducting a meeting and reading aloud.

580 Film-Making and Film Techniques: This is a general background course on film-making and what goes into the making of films. (Could lead to the actual making of a 3-4 minute movie in the following marking period.)

581 Newspapers and Magazines: The purpose of this six-week course is to increase one's knowledge of and interest in newspapers and magazines. The first 4 weeks are devoted to the newspaper and the last two weeks are given to the study and analysis of magazines. An emphasis is placed on the difference between factual news reporting and editorializing.

582 Television: This course analyzes television programs and forces the student to come to some conclusions regarding what he sees on TV. The class will break into groups and make TV commercials as outside projects. Text - "Exploring Television" by William Kuhns.

583 Elementary Photography: Students will learn how to make their own box camera and how to operate the camera. Basic ideas of lens function and photo emulsion will be studied. Students will learn some basic approaches to the composition of pictures and what makes a good photograph. Students will get practice in developing their own films and printing their own black and white pictures. The course will end with a salon showing of student work.

590 The Destiny of Man: This is a comparative literature course which deals with fictional characters who are trapped by fate. Sinister, ever evil, forces of environment work against man in most of the literary selections. A life-affirmative question militated by the consequences in the stories is: What can man do to combat the forces which try to destroy him?

592 The Political Animal: The composition of our government is a result of the choice of individual citizens. The strength of any democracy lies in the informed participation of an educated society. This course will attempt to study "man as a political being", the influences upon the politician and the people who elect him. In that way are the struggles of the "political animal" common to every man? What are the disparities between the public image and the actual person? The course will focus primarily on the literary presentation of the politician in two works, Allen Drury's Advise and Consent, and Robert Penn Warren's All the King's Men. These works and others will be studied for their quality as literary works in presenting the "Political Animal".

PHASE 600 COURSES
For 11th and 12th Grades

612 Regents Prep.: A course for all juniors and seniors taking the New York State English Regents Exam. This course is required; it will be taught on both a group and individual basis, and it will employ regular class and/or after-school sessions.

620 Creative Writing: An exciting course in the writing of fiction and poetry, creative writing provides a specific framework for instruction in writing techniques. Beginning with assignments for the novice to improve his word choice and image creation, the course will progress to independent assignments in the writing of the short story, the one-act play, and poetry. Concurrent with the writing are reading assignments in books and periodicals dealing with the art and craft of writing. This is a course for those who intend to work at improving their writing.

630 Good Man - Evil Man: The problem of good and evil expressed through man's literature represent our constant desire to differentiate the men in the "white hats" from those in the "black hats". A study of good and evil in literature makes us more aware of our own possibilities and what our world around us means.

631 Survey of American Literature: 1620 - 1865.

632 Survey of American Literature: 1865 - 1914.

633 Survey of American Literature: Modern Prose and Poetry.

634 Indian Literature: This course involves the study of the American Indian as seen in the following titles: Custer Died for Your Sins; An Indian Manifesto; Geronimo; His Own Story; Bury My Heart At Wounded Knee.

635 Survey of World Literature: A 12 week course for those who do not want to concentrate on one type of literature or on one period. The course will cover the major landmarks of literature in drama, poetry, and prose from Greece to the present day. Students will concentrate on English and European literature, but will read some selections from both Oriental and American literature for purpose of comparison.

640 Being Isolated: Do you ever feel like "dropping out" of society for a while? Many characters in literature have done just that, and their resulting isolation is a theme of many stories and novels. Sometimes such isolation can be a means to an end, such as self-knowledge, but other times it is an end in itself, resulting in disaster.

643 Immortality, Reincarnation and Life After Death: Psychic predictions of the future that have come true, dreams that look into the past, hypnotism which brings back scenes from past lives, vampires, and ghosts. The course will look into both literature from the past and the present on these interesting subjects.

650 Individualized Reading: In this course each student will independently choose five full-length works of prose and/or poetry which he will read in class. Each work will be concluded with an evaluatory discussion with the instructor.

660 Acting Practice: Small group to break up into 2's and 3's in order to read, practice, learn, and finally act out scenes in classroom. Scenes are from well-known plays. A research project on the History of the Theatre. Text - "28 Scenes for Acting Practice".

662 The Theatre Student: An independent study course whereby the student chooses some aspect of the theatre, i.e.: acting, scenery, properties, and dressing the stage, practical stage lighting, play-writing, makeup and masks, directing, costuming, the actor's voice, etc. The student will be given a complete text on the aspect of the theatre he has chosen, and he will develop a complete and in-depth 6-week project on that choice.

663 Great Playwrights: This course would involve the study of outstanding contributions to the theatre made through the works of such playwrights as: Richard B. Sheridan, Alexander Dumas Fils, Ibsen, Aiken, Belasco, Shaw, Chekhov, Jones, and others.

680 Films In Depth II: Six to eight films to be viewed and analyzed during this course. Basically it is a film appreciation course which will involve the following skills: Observation or viewing, thinking, and writing. Additional viewing and writing to be done as outside projects

690 Social and Political Responsibility: What are man's responsibilities within his society? Has he accepted the challenge of making this place a better world in which to live? In this course, man's acceptance or rejection of political and social responsibilities will be viewed in the study of several works from the time of Socrates to the present.

692 Our Vanishing Land: A seminar course for juniors and seniors about the study of the rapid deterioration of the United States. Part of this course will involve independent study, perhaps the making of a film showing environment deterioration. The following books will be required: America the Raped; Utopia or Oblivion; and Vector.

PHASE 700 COURSES
For 11th and 12th Grades

720 Senior Writing: A required course for college-bound seniors.

730 Survey of English Literature: 449 - 1620

731 Survey of English Literature: 1620 - 1837

732 Survey of English Literature: 1837 - present time

733 Literature by Non-White Americans: A study of the literary contributions which represent Chinese, Japanese, Indian, and Negro writers, etc. In depth study will determine those things which have influenced such writers and what part their writings have played in the development of our culture.

734 Mexican-American Literature: A study of the Mexican-American as shown in these titles: Anthology of Mexican Poetry, LaRaza/The Forgotten Americans, and Chicano.

735 The Lost Generation: Gertrude Stein names them: Ernest Hemingway immortalized them - the "lost generation" of young expatriates from many nations who chose Paris as their focal point and writing as their weapon in a rebellion against the values of a post-war world they no longer trusted - the world of the twenties. This course will define and examine their rebellion through an in-depth study of the work of Hemingway and selected reading from the work of other members of the generation called "lost".

736 The Beat Generation: The beat generation was composed of those writers who emerged from the conscientious objector camps in the Big Sur at the end of World War II, studied at Berkeley and Black Mountain, and later congregated in groups in such cities as Paris, San Francisco, and New York. Jack Kerouac was their spokesman and Allen Ginsberg their prophet. This course will define and examine the values of the beat generation through selected reading from the writing of its members, especially those associated with the San Francisco Renaissance.

737 The Hip Generation: This is the age of Aquarius and these are its children - the hip generation who exist as a counter-culture in our midst. This course will attempt to define and examine the values of the hip through extensive reading of non-fiction, including underground journals, and a survey of fiction, drama and poetry (primarily rock) related to the movement.

738 The Searching Generation: "I saw the best minds of my generation, starving, hysterical, naked, running through the streets at dawn..." said Allen Ginsberg in the 1950's. Each year more of our best minds run, seeking - individually and in groups - through methods we may condone or merely tolerate or totally abhor - some answer to the dilemmas our society poses. This course is geared primarily to those people who are lost in some sense of the word, people who are willing to examine the attempts of others in an effort to find themselves.

740 The Epic: This course is designed to familiarize the student with the basic epic literature of our world heritage. We will examine the basal qualities of an epic and the societies which they reflect. Emphasis will be upon the Greek Iliad and Odyssey; the Latin Aeneid; the old English Beowulf; the German Nibelungenlied; and the Medieval Song of Roland and Morte D'Arthur. This is a survey of the earliest literature of our Western world, its construction, themes, and styles.

742 The Search for Self: Through literature, this course will examine various characters' search for their identity. The two novels which will be discussed, Anthem by Ayn Rand and Siddhartha by Hermann Hesse, will contrast a Western and Eastern concept of this search. In addition, short stories and poems, dealing with the same theme will be discussed, including "The Love Song of J. Alfred Prufrock" by T. S. Eliot, "A Perfect Day for Bananafish" by J. D. Salinger, and "Silent Snow, Secret Snow" by Conrad Aiken.

743 Censorship of Literature in America: This course will examine the various court decisions which have determined the literature which has been censored throughout the history of America. Various philosophic attitudes toward censorship will also be explored. A final paper will be written by each student, expressing his own philosophy toward censorship, based on the reading which has been done throughout the course.

744 The Tragic Vision: What do we mean when we say that an event is tragic? How has the meaning of the word "tragedy" changed through the ages? Is there a tragic pattern? How can we discover the elements of tragedy in literature? In this course, we will attempt to find (discover) the answers to these questions.

770 The Beginning Debater: This course will be made to present the subject of debate in a practical manner. When possible the debater will be told what to do, and definite procedural steps will be indicated. Much of the illustrative material will be selected from actual debates or from speeches and articles wherein the speakers and writers were attempting to sell an idea. Although this course will not be extensive, it should prove valuable to the beginning debater.

780 The Student Journalist: This course involves the study of journalism which literally laces the universe together. In-depth study will reveal exactly what journalism means to the modern world and the contemporary student. Basic text: Journalism: Dateline the World, and accompanying workbook, Student's Workbook.

790 The Affluent Society: This course will involve the evaluation of the growing affluence of our society, and the effects of that affluence on the habits of the American People. Titles to be studied: The Affluent Society, The Status Seekers, and The Hidden Persuaders.

792 Man's Beliefs: Many men believe in a god, although in diversified ways. Some believe that man is supreme; others believe that no one or no thing is supreme. What causes man to believe or not believe in a god or a religion? Through the arts, this course will explore various ways in which man has expressed his beliefs about deities.

Section 4: COURSE REGISTER Name_____School year_____

PHASE 100 (7 & 8)

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_____ 111
_____ 112
_____ 120
_____ 130
_____ 131
_____ 132
_____ 134
_____ 135
_____ 136
_____ 137
_____ 138
_____ 142
_____ 150
_____ 160
_____ 180

PHASE 200 (7 & 8)

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_____ 212
_____ 220
_____ 231
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_____ 262
_____ 270

Section 4: COURSE REGISTER Name _____ School year _____

PHASE 300 (9,10)

_____ 312
_____ 320
_____ 330
_____ 332
_____ 334
_____ 340
_____ 342
_____ 350
_____ 370
_____ 390

PHASE 400 (9,10)

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_____ 432
_____ 434
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_____ 490

PHASE 500 (9-12)

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Section 4: COURSE REGISTER Name_____School year_____

PHASE 600 (11, 12)

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PHASE 700 (11, 12)

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A Student Response to the NCS Non-Graded,
Phase-Elective English Program

1. How much did you enjoy taking courses in the phase-elective program?

	No. of Responses
	114
very little	.8%
little	2.6%
some	23.7%
much	40.4%
very much	32.5%

2. To what extent were you given the courses you elected?

	115
very little	5.2%
little	7.8%
some	37.4%
much	41.7%
very much	7.8%

3. To what extent do you feel that over a four year high school program you will be able to take all of the courses you elected?

	113
very little	3.5%
little	5.3%
some	30.1%
much	42.5%
very much	18.6%

4. To what extent do you think it is appropriate that you be required to take two courses of teacher choice each year?

	110
very little	10.9%
little	21.8%
some	33.6%
much	18.1%
very much	15.4%

4a. How many of the six yearly English courses do you think should be required?

	117
no courses	5.1%
1 course	30.7%
2 courses	35.8%
3 courses	5.1%
4 courses	6.8%
5 courses or 6	16.2%

5. To what extent do you think it is appropriate that you be required to take courses, over a four year period, from all nine catagories?

110

very little	7.2%
little	15.4%
some	37.2%
much	27.2%
very much	12.7%

5a. Which of the nine catagories do you think should be required over the four year high school career?

194

all nine	10.8%	
the 10's	12.8%	Language
the 20's	11.3%	Composition
the 30's	9.2%	Literature
the 40's	3.0%	Literature
the 50's	11.8%	Reading
the 60's	13.4%	Drama
the 70's	9.2%	Speech
the 80's	11.8%	Communication
the 90's	6.1%	Humanities

6. How would you compare the amount you learned in phase-elective courses with the amount you learned in the traditional English program?

114

learned much less	2.6%
learned less	3.5%
learned some	21.0%
learned more	50.9%
learned much more	21.9%

7. How would you compare the amount of reading you have done in the phase-elective courses with the amount you read in the traditional English program?

115

read much less	2.6%
read less	3.5%
read some	18.3%
read more	33.9%
read much more	41.7%

8. To what extent do you feel your reading skill has improved in the phase-elective courses?

112

very little	.8%
little	7.1%
some	40.1%
much	38.3%
very much	13.3%

9. How would you compare the amount of writing that you have done in the phase-elective courses with the amount you used to do in the traditional English program?

	107
wrote much less	3.7%
wrote less	14.0%
wrote same	37.3%
wrote more	33.6%
wrote much more	11.2%

10. To what extent do you feel that your writing skill has improved in the phase-elective courses?

	112
very little	4.4%
little	20.5%
some	46.4%
much	21.4%
very much	7.1%

11. To what extent has the phase-elective program made you more aware of the important/local/national/international problems that we are faced with, and helped you to some better understanding of how they might be solved?

	108
very little	1.8%
little	16.6%
some	35.1%
much	34.2%
very much	12.9%

12. To what extent do you feel that you received individual help in the phase-elective courses as compared with the traditional English program?

	112
much less	1.7%
less	16.9%
same	47.3%
more	24.1%
much more	9.8%

13. How do you feel about being allowed to pick your own English courses?

	112
Dislike very much	.0%
dislike	.0%
like	8.0%
Like much	14.0%
like very much	77.6%

14. How do you like being in courses with students of other grade levels?

	112
dislike very much	1.7%
Dislike	8.9%
like	39.2%
like much	31.2%
like very much	18.7%

15. How would you rate the phase-elective program in general as compared to the traditional English program?

	114
much poorer	.0%
poorer	1.8%
same	7.9%
better	43.9%
much better	46.5%

16. How has the phase-elective program affected your attitude toward English?

	112
like much less	1.7%
like less	1.7%
like same	17.8%
like more	56.2%
Like much better	22.3%

17. To what extent do you think the students of NCS adapted to the new phase-elective program?

	114
very little	.0%
little	2.6%
some	12.3%
much	52.5%
very much	31.6%

18. To what extent do you think the English teachers adapted to the new phase-elective program?

	114
very little	2.6%
little	7.9%
some	20.2%
much	48.2%
very much	21.1%

19. To what extent do you feel the English teachers prepared themselves for each of the courses they taught?

113

very little	3.5%
little	5.3%
some	27.4%
much	39.8%
very much	23.9%

20. To what extent do you feel the books and materials chosen by the teachers were appropiate for the phase-elective courses?

109

very little	1.8%
little	4.5%
some	25.6%
much	41.2%
very much	26.9%

21. To what extent do you feel the English teachers could improve their phase-elective classes?

111

very little	3.6%
little	14.4%
some	55.8%
much	18.9%
very much	7.2%

21a. In what manner do you feel the English teachers could improve their phase-elective classes?

Testing; response 112, there should be

less	22.3%
same	73.2%
more	4.4%

Classroom discussion; response 113, there should be

less	1.8%
same	44.2%
more	54.0%

Independent study; response 115, there should be

less	11.3%
same	63.5%
more	25.2%

Control of students; response 110, there should be

less	19.0%
same	56.3%
more	24.5%

Rapport with students; response 115, there should be

less	12.2%
same	47.8%
more	40.0%

Teacher based lectures; response 110, there should be

less	41.8%
same	46.3%
more	11.8%

Teachers' knowledge of subject matter; response 107,

inadequate	5.6%
adequate	76.6%
excellent	17.7%